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ENG 1001G-015: Composition and Language

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Eastern Illinois University

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1001G-015

English 1001G-015, CH3120/3130, TR 9:30-10:45
Composition and Language
Instructor: John David Moore
Office: 3771 (6976) cfjdm@ciu.edu
Office Hours: TR 11:00-12:45; 2:00-3:00; W 10:00-11:00
And by Appointment

I. Course Description, Objectives, & Guidelines/Requirements.

A. Description. Composition and Language is a course in the reading and writing of expressive expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department. Students who have an ACT score in English of 14 or below, or who have no test scores on file with the University, must pass English 1000 before enrolling in English 1001G

B. Objectives.

Upon completing English 1001G, students should be able to

- Write informative and persuasive papers clearly and concisely in standard written English;
- Build a cohesive argument and identify arguments in texts;
- Utilize the various forms of argument and avoid logical fallacies;
- Revise papers for clarity, cohesion and style;
- Assist fellow students in their writing and revision;
- Think critically about information;
- Select and narrow a topic, write about it using outside sources, and document those sources accurately in MLA or another appropriate format.

C. Guidelines and Requirements.

Attendance: Because analytical and critical discussion of both reading and writing is a major art of 1001G, failure to attend class will affect your grade. Any student missing more than six class meetings without obtaining either my approval beforehand or a formal excuse** will fail the course.

**Legitimate reasons (illness, official university activity, recognized emergency) established through the University Health Service or the Office of Student Personnel Services.

Writing: **Seven papers** of various lengths ranging from 3 to 8 pages. The subjects of these papers will be discussed as they are assigned. Papers must be typed, double spaced in 12 point Times New Roman type. Papers will

involve drafts, and all drafts will be collected with the paper. **Keep all drafts of your papers. All drafts must be typed. Papers for which no drafts have been submitted will receive a failing grade.**

Other Writing:

Class Minutes. For every class meeting involving class discussion, two students will take minutes and meet the next day to produce one set of minutes and distribute them to me and the rest of the class via an e-mail alias.

Discussion Questions. For each reading assignment, students will write discussion questions to be turned in at the start of Thursday classes that are devoted to discussion of the reading material.

Other Requirements and policies

DEN Watch. Each Tuesday two students will present findings of grammatical and stylistic errors in the previous Friday or Monday edition of *The Daily Eastern News*. All students must bring copies of these papers to class and the students assigned to report on errors must turn in a marked copy of the relevant newspaper in order to receive a grade.

Plagiarism: English Department Statement on Plagiarism.

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (*Random House Dictionary of the English Language*)—has the right and the responsibility to impose upon the guilty student an appropriate essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.
(Also see document attached to this syllabus)

Grades: Eight grades averaged and adjusted up or down on the basis of attendance and participation.

Final Grade=average of the seven major paper grades, and the averaged grades from minutes, discussion questions, and DENwatch reports. As part of the University's Core Curriculum, English 1001G generates final grades of A, B, C, or NC (no credit). Students must be writing at a C level in order to pass the course. While a grade of NC is not figured into a student's GPA, a student who receives a grade of NC must re-take the course.

Grading Scale (See also attached "Guidelines for Evaluating Writing Assignments in EIU's English Department")

4.0 – 3.6 A

1.5 – 2.5 B

2.4 – 1.4 C

1.3 ---- NC

Late Work: Unless you have made prior arrangements with me, or provided a formal excuse (see attendance policy, above), I will accept no late papers.

NOTE: All course work must be completed in order to pass the course!

Electronic Writing Portfolio: All students must submit a document from 1001G **OR** 1002G as part of the requirements for their Electronic Writing Portfolio. This is a **University requirement** for graduation. Elected essays must be submitted for instructor approval of revision no later than **Tuesday, November 2**. Revised submissions are due no later than **Thursday, November 18**. **No Exceptions**. For additional information see attachments to this syllabus.

Information for Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

II. Course Calendar and Readings

A. Texts:

McMahan, Elizabeth and Robert Funk. *Here's How to Write Well*, 2nd ed. New York: Longman, 2002.

LaGuardia, Dolores and Hans P. Guth. *American Voices: Culture and Community*, 5th ed. Boston: McGraw Hill, 2003.

Fulwiler, Toby and Alan R. Hayakawa, *The Blair Handbook*, 4th ed. Upper Saddle River, NJ: Prentice Hall, 2003.

B. Calendar

This course, being computer-assisted, its meetings alternate weekly between a computer lab (CH3120) and a classroom (CH3130).

Week I 3120

T Aug. 24 Introduction to Course. Review of Syllabus. Appointment of writing Groups. Collection of E-mail addresses. Explanation of DENwatch project. Electronic Writing Portfolio (EWP) requirement. Class minutes requirement.

Assignments:

READING: For Thursday – Gatto, “The Six Lesson Schoolteacher.” www.cantrip.org/gatto.html

WRITING: In-class writing sample for writing/discussion theme I. For Thursday – three discussion questions on the Gatto essay.

Writing and Discussion Theme I: Work.

TH Aug. 26: Assignment of secretaries for class minutes. Discussion of Gatto essay. Return in-class writing.

Assignments:

READING: For Thursday, Sept. 4. – Anyon. “Social Class and the Hidden Curriculum of Work.” <http://tcla.gseis.ucla.edu/reportcard/tools/pdf/anyon.pdf>

WRITING: Assignment of Paper #1, narrative. **Draft due T Aug. 31**
For TH Sept. 2, three discussion questions on Anyon essay. Assignment of first DENwatch report.

Week II 3130

T Aug. 31: Approval of Class Minutes. DENwatch report. **Draft of Paper #1 Due**
Group work on Paper #1.

TH Sept. 2: Paper #1 due. Discussion of Anyon essay.

READING: For TUESDAY, Sept. 7—Molly Ivins, Book Review, “You Can’t Get By on Nickels and Dimes” *American Voices*, p. 255.

Barbara Ehrenreich, Interview. www.alternativeradio.org/Ehren08.html

Ken Garcia, “Obscenely High Payout to Departing Chief” *American Voices*, p. 252.

Sample film review. (Handout)

WRITING: Assignment of paper # 2. Discussion questions of assigned Reading.

Week III (Room to be announced)

T Sept 7: Approval of class minutes. DENwatch report. Discussion of reading Assignment.

Film – *Roger and Me*

TH Sept. 9: Film – *Roger and Me*

Assignments:

WRITING: Assignment of Paper #3.

Week IV

T Sept. 14 –TH Sept. 16: Individual and group work on papers 2 and 3.

READING: Sample of oral history/interview – Joe Gutierrez, “On the Job.” (Interview by Studs Terkel), *American Voices*, p. 280. Additional readings (handouts) to be announced

Week V 3120

T Sept. 21: DENwatch report. **Paper #2 Due and Draft material for Paper #3**
Writing group work on paper #3.

COPY of Paper #3 Due Thursday

TH Sept. 23: COPY of Paper #3 Due.

Assignments:

WRITING: Assignment of Paper #4.

Week VI 3130

T Sept. 28: DENwatch report. Writing Group discussion of Paper #4 – Revision and Combination of Papers 1 and 3.

Assignments:

READING: For Thursday – Daniel Harris. Excerpt from *Cute, Quaint, Hungry and Romantic: The Aesthetics of Consumerism*. (Handout)

WRITING: Discussion questions on Harris material.

Writing and Discussion Theme II: Advertising and Consumerism

TH Sept. 30: Sign up for Week VII conferences. Discussion of Harris excerpt.

Assignments:

WRITING: Assignment of Paper #5. **Paper # 4 and Draft of #5 Due at Conference.**

Week VII

T Oct. 5 – TH Oct. 7: Conferences. Paper #4 due. Draft of paper #5 due.

Week VIII 3130

T Oct. 12: DENwatch report. Group work of Paper #5 draft..

Assignments:

READING: Michael J. Sandel, “Marketers Are Storming the Schoolhouse.” *American Voices*, p. 86.

WRITING: Assignment of paper # 6. Collect three sample advertisements From magazines and/or the WEB and bring to class Thursday. Discussion Questions on Sandel.

TH Oct. 14: Discussion of Sandel material. Discussion of topic #6 – analysis Of marketing rhetoric. Group work on Paper # 5.

Assignments:

WRITING: **Paper #5 due Tuesday.**

Week IX 3120

T Oct. 19: DENwatch report. **Paper #5 Due.** Discussion of advertising/marketing Material.

Assignments:

READING: To be announced.

WRITING: Work on draft of Paper #6.

TH Oct. 21: Work on drafting analysis paper.

Assignments:

WRITING: **Draft of Paper #6 due Tuesday, Oct. 26.**

Week X 3130

T Oct. 26: DENwatch report. **Draft of Paper #6 Due.**

Writing group discussion of Paper #6.

Assignments:

READING: To be announced.

WRITING: To be announced.

Writing and Discussion Theme III: Things That Don't Work; The Design of Everyday Life.

TH Oct. 28: **Paper #6 Due.**

Assignment and discussion of paper #7, Final paper topic selection.

Week XI 3120

T Nov. 2: DENwatch report. Discussion on paper #7 Topic Selection

Assignment of Collaborative Writing Groups for Topic # 7

Assignments:

READING: To be announced.

WRITING: To be announced

NOTE: Last Day To Submit Essay Choice For EWP Revision!

TH Nov. 4: **Topic Selection for Paper #7 Finalized.** WEB research.

Week XII 3130

T Nov. 9: DENwatch report. Writing Group Workshops for Paper #7.

Assignments:

READING: To be announced

WRITING: To be announced

TH Nov. 11; Discussion, questions and progress reports on Topic # 7

Week XIII 3120

T Nov. 16: DENwatch report. Writing group workshops on focussing topics.

TH Nov. 18: Group presentations on topic progress.

NOTE: Last Day To Submit Revised EWP Essays.

T & TH Nov. 23 & 25: **Thanksgiving Break**

Week XIV 3130

T Nov. 30: DENwatch report. Writing group workshops on Paper #7.

TH Dec. 2: Discussion of paper #7 progress.

Week XV 3120

T Dec. 7: Final writing group workshops on Paper # 7.

TH Dec. 9: Group oral summaries of Paper # 7. **Paper # 7 Due.**

Last day of class.

Understanding Plagiarism: What Students Need to Know

What is plagiarism?

The EIU Student Conduct Code defines “plagiarism” as “the use, without adequate attribution, of another person’s words or thoughts as if they were one’s own.” According to the Merriam-Websters Collegiate Dictionary, to plagiarize is “steal and pass off (the ideas or words of another) as one’s own; to use (another’s production) without crediting the source.” Buying a paper from a research “service” on the net is plagiarism. So is copying a sentence from “How Bees Make Honey” and passing it off as your own. So is taking a sentence from “How Bees Make Honey” and changing “bees” to “fuzzy little insects.” Paraphrasing a person’s ideas without acknowledgement constitutes plagiarism.

It might help to think of plagiarism as an issue of intellectual property. Although all new ideas are the result of collaboration, when you plagiarize you’re taking something that belongs to somebody else without acknowledgement. Think of how you’d feel if the tables were reversed. Imagine, for example, that you’ve written this great song. You share the song with the lead guitarist of your band. A year later you hear the now former lead guitarist perform your masterpiece at the local Hot New Bands Festival.

Some students argue that it’s difficult to keep track of ideas and quotations. This is where good note-taking skills come in. Learning to take good notes will help you to organize your sources. Making use of documentation sheets is also helpful, as is paying special attention when your instructor talks about integrating quotations into your paper.

- Did you know that the word “plagiarism” comes from the Latin “plagiarius,” meaning kidnapper?

What are some of the consequences of plagiarism? (Or some important points to keep in mind when you’re tempted.)

Your writing instructors, despite appearances to the contrary, are a fairly “with-it” kind of bunch. They surf the net; they know how to download MP3 files with ease; they know that when students plagiarize these days, it’s most likely to be from the World Wide Web. Inserting a phrase or sentence into a search engine such as Google has helped more than one instructor catch a kidnapper. (And, no, we don’t mean a sentence like, “In today’s society, guns is a big problem.” We’re talking about something that contrasts sharply in tone from your other writing. If you’ve been a “guns is a big problem” kind of writer and all of a sudden your teacher receives a paper that begins with “The current proliferation of arms has generated increasing concern among politicians, educators, and the general populace” AND you haven’t handed in a previous draft, a red flag might be raised.)

Plagiarism is like any other illegal or unethical practice. The more you do it (a sentence here, a phrase there), the more likely you are to do it again, the more likely you are to get caught. It’s like steroid use among Olympic athletes. The drug inspectors may not come around today, but who’s to say they won’t show up on the day of the big race. Think of how you’ll feel when you’re stripped of that gold medal.

To Submit to the Electronic Writing Portfolio

Information for Students:

Choose a document to submit from a writing intensive or writing centered course (see www.eiu.edu/~assess for a list of courses). Save the document in rich text format (rtf) labeled *lastname.rtf* (e.g., *smith.rtf*) to a disk. Make sure you remove your name and other identifying information from the document you intend to submit.

You will find the EWP submission form at www.eiu.edu/~assess. Click on the form to open it. Read the directions marked "student." You should complete the "Student Information," "Course Information," and "Student's Integrity Statement" sections of the form. Once you have completed these sections, print out the form.

The form requires you to include your [eiu.edu](http://www.eiu.edu) email account. If you have not picked up the id and password for this account, go to ITS in **Room 1053** in the basement of the **Student Services Building** and take your **Panther Card**.

You will need to take your document and the form to your instructor for his/her signature and approval.

After your professor has approved your submission, you will need to bring the disk and the submission form to Ninth Street Hall, Room 3001. You will receive a ticket that shows you have brought your disk to submit; however, your submission is not considered final until you receive an email to your [eiu.edu](http://www.eiu.edu) email account. **KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT.** No submission will be considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

Information for Instructors:

Students will bring their disk and completed submission form to you for approval. You may determine that they should submit to you during class or during your office hours.

If you agree that the document is at least minimally competent (based on the rubric on the back of this sheet and available at www.eiu.edu/~assess), you certify that the document is fine to submit by completing the "Instructor's Assessment" section on the submission form and by signing on the signature line. Return the form and the disk to the student for submission to CASA.

If you do not agree that this document is ready for submission, discuss revision options with the student.

Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

	A	B	C	D	F
Focus	Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment	Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment	Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines	Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality, may not conform to significant elements of the assignment's guidelines	Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment
Organization	Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion	Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion	Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak	Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion	Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion
Development	Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment	Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately	Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague	Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed	Does not develop main idea; may use sources inadequately/inappropriately
Style & Awareness of Audience	Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well	Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively, incorporates sources adequately	Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated	Word choices may be inappropriate to purpose or audience; sources incorporated poorly	Word choices are generally poor; sources are incorrectly or very awkwardly incorporated
Mechanics	Has very few grammatical, spelling, and punctuation errors; uses appropriate documentation style correctly when necessary for assignment	Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly	Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors	Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used	Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used
Process	Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments	Shows evidence of careful planning and drafting and some attention to peer and teacher comments	Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback	Shows only a little evidence of planning and drafting and attention to peer and teacher feedback	Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback